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| **Criterion A: Language**  • How effectively and accurately does the student use language?  **Failure to write the minimum number of words will result in a 1-mark penalty.** | |
| **Points** | **Level descriptor** |
| **0** | The work does not reach a standard described by the descriptors below. |
| **1-2** | **Command of the language is generally inadequate.**  A very limited range of vocabulary is used, with many basic errors.  Simple sentence structures are rarely clear. |
| **3-4** | **Command of the language is limited and generally ineffective.**  A limited range of vocabulary is used, with many basic errors.  Simple sentence structures are sometimes clear. |
| **5-6** | **Command of the language is generally adequate, despite many inaccuracies.**  A fairly limited range of vocabulary is used, with many errors.  Simple sentence structures are usually clear. |
| **7-8** | **Command of the language is effective, despite some inaccuracies.**  A range of vocabulary is used accurately, with some errors.  Simple sentence structures are clear. |
| **9-10** | **Command of the language is good and effective.**  A wide range of vocabulary is used accurately, with few significant errors.  Some complex sentence structures are clear and effective. |

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| **Criterion B: Message**  • How clearly can the student develop and organize relevant ideas? | |
| **Points** | **Level descriptor** |
| **0** | The work does not reach a standard described by the descriptors below. |
| **1-2** | **The message has not been communicated.**  The ideas are irrelevant and/or repetitive.  The development of ideas is unclear; supporting details are very limited and/or not  appropriate. |
| **3-4** | **The message has barely been communicated.**  The ideas are sometimes irrelevant and/or repetitive.  The development of ideas is confusing; supporting details are limited and/or not  appropriate. |
| **5-6** | **The message has been partially communicated.**  The ideas are relevant to some extent.  The development of ideas is evident at times; supporting details are sometimes  appropriate. |
| **7-8** | **The message has been communicated fairly well.**  The ideas are mostly relevant.  The development of ideas is coherent; supporting details are mostly appropriate. |
| **9-10** | **The message has been communicated well.**  The ideas are relevant.  The development of ideas is coherent and effective; supporting details are appropriate. |

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| **Criterion C: Format**  • How correctly does the student produce the required text type?  • To what extent are the conventions of text types appropriate | |
| **Points** | **Level descriptor** |
| **0** | The work does not reach a standard described by the descriptors below. |
| **1** | **The text type is not recognizable.**  Conventions appropriate to the text type are not used. |
| **2** | **The text type is hardly recognizable or is not appropriate.**  Conventions appropriate to the text type are very limited. |
| **3** | **The text type is sometimes recognizable and appropriate.**  Conventions appropriate to the text type are limited. |
| **4** | **The text type is generally recognizable and appropriate.**  Conventions appropriate to the text type are evident. |
| **5** | **The text type is clearly recognizable and appropriate.**  Conventions appropriate to the text type are effective and evident. |